

CHAPTER II

REVIEW TO RELATED LITERATURE AND ACTION HYPOTHESIS

In this chapter the researcher explains about teaching writing, Teaching English, Media Teaching English in SMK Tamansiswa Kudus, Review of previous research, theoretical framework, and Hypothesis.

2.1 Teaching English in SMK Tamansiswa Kudus

English is one of subject based on regulation from education department English teacher must be prepared it will. In delivering the materials the teacher must follow the enactment from education department contained curriculum developed in syllabus and planned in lesson plan. There are four language skills that should be taught by the teacher in teaching English as a primary lesson in Senior High School. There are: Speaking, listening, reading and writing that is defined as communication for oral language and theoretical in writing language.

There are 3 English teachers in the SMK Tamansiswa Kudus, 1 man and 2 women. Based on the curriculum KTSP for senior high school, teaching English mentioned that English lesson has different characteristic with other lesson or other social science lesson. This different is located in function as communication tool. This matter means that studying English is not only studying vocabulary and grammar but also it must be practiced and applied in communication activity.

2.2 Teaching Writing in SMK Tamansiswa Kudus

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. We can say that writing cannot only be taught, but also it takes continual practice. The written activities as communication activity cannot be separated from other skills learning activities, as teaching English involves the integration of competence of language with language skills: listening, speaking, reading, and writing. Every skill of English components should reinforce one another.

When the researcher observation in the classroom sometimes the teacher just gives the material to the students with sit down in front of. After that the teacher orders to the students to do the task, then they discuss together with the teacher. It makes the students bored. So, to make the students not feel bored with the material. The researcher wants to teach writing with new way. Because the researcher concludes that writing is one of the four main skills. It can express mind, ideas, concept, feeling, or emotion to others in written.

2.2.1 Curriculum of teaching English in SMK Tamansiswa Kudus

In Indonesia English as foreign language that is important to be taught in every school. Therefore, all of the students have to take this subject, and the teaching English in each school should be based on the curriculum.

The curriculum markers are the team pointed by the government, to arrange it in such away in order to be effective in its application. Cahyono and Widiati (2011:1) "Curriculum as a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended as

the guidelines in implementing the teaching and learning process to achieve the goals that have been set”.

The curriculum which is used in the SMK Tamansiswa Kudus in the eleventh grade students in academic year 2014/2015 is curriculum 2013. Curriculum 2013 is a new curriculum that government gives to the students, and almost all of school used it in this year (2014).

2.2.2 The Purpose of teaching English in SMK Tamansiswa Kudus

Based on the curriculum for vocational high school, teaching English mentioned that English lesson has different characteristic with other lesson or other social science lesson. The purpose in studying English is not only studying vocabulary and grammar but also it must be practiced and applied in communication activity. The other purpose is used to need of globalization era and the information in this century. The other comprehension of the purpose English teaching is creating students behavior or students' performance to be able to speak English fluently.

2.2.3 Material of teaching English in SMK Tamansiswa Kudus

Material is something that is important to facilities the students in teaching learning process. Hopefully they can learn correctly based on the material which is given by the teacher. The material of English lesson always develops based on the need and situation. The material can be taken from the text books, books from government, magazine, novel, song, radio, television, internet etc.

The material in SMK Tamansiswa kudu of the eleventh grade students are:

1. Verbal text and writes to give tips and offer and its response

Social function

- Looking after interpersonal relationship by learns, friend, and others
- Habitually utilizes expression to give tips and offer and responds it

Expression

Tips and offer:

What about ...?

You should ...

You can

Do you need?

Language element

- (1) Utterance, accent, intonation,
- (2) Reference says

Topic

Model about care behavior, collaboration, and proactive

2. Verbal text and writes to speak piece and think and its response

Social function

- Looking after interpersonal relationship by learns, friend, and others

Expression

Declare for

Opinion / think

I. thinks ...

Suppose is i...

In my opinion

Language element

Utterance, accent, intonation

3. Verbal text and writes to declare for expectation and invocation and its response

Social function:

Looking after interpersonal relationship by learns, friend, and others

Expression:

Expectation and invocation

- *I. hope ...*

- *Wish you all the best is I... Thank you.*

Language element:

Utterance, accent, intonation

4. Special text, oral and writes, get simple official invitation form

Social function

Keep transactional relationships with other people

Structure

Salutation

- *Will / could you come with I to the exhibition?*
- *Is it possible for you to attend my birthday party?*

Closing

Language element:

- (1) Say and standard structure
- (2) Spelling and hand written and clear and orderly print.
- (3) Utterance, accent, intonation, while is word-of-mouth presentation
- (4) Layout
- (5) Reference says

5. Simple personal letter

Social function

Interlacing relationship by gets way of speaking and give person news to friend
in write

Giving information to friend

Structure

Date

Salutation: Dear....

Opening paragraph: Greetings and imparts situation now and what do be done by

Content: Imparting thing already / that happen it will

Closing: Shut up letter with expectation for meets back

Signature

Language element:

- Say and standard structure
- Spelling and hand written and clear and orderly print.
- Utterance, accent, intonation, while is word-of-mouth presentation
- Reference says
- simple present, simple past, spelling, utterance, intonation, accent, punctuation mark, and clear and orderly handwriting

6. procedural text get manual form and methods (tips)

To the effect communication:

Solving work, completely and massage.

Structure

Naming material / part of object which is explained comprehensive, and stage list that is done

Language element:

- simple present tense

- imperative,
- Number that declares for thread
- adverb
- Spelling, utterance, intonation, accent, punctuation mark, hand written that clear and orderly.

7. Action / activity / instance without needs to name its agent

(Voice's liability)

Social function

Declare for and asking about action / activity / instance without needs to name its agent

Text structure

Insects *considered are* acre dangerous animals.

Tsunami is *caused* by earthquake affecting the seabed.

Language element:

- Say job *be (is / am / is acre / was / were) and verb 3rd form.*
- Structure, utterance, accent, intonation, spelling, punctuation mark, hand written and clear and orderly print.

Topic

Things concerning with instance / activity / scientific action that without needs to involve its agent

8. Pretend if happening a situation / instance / scene at next time

Conditional sentence

Social function

Declare for and asking about pretend if happening a situation / instance / scene at next time

Text structure

- *If teenagers eat too much fast food, they can easily become overweight.*
- *If you exercise regularly, you will get the benefit physically and mentally*

Language element:

- If Clauses in simple present
- Main Clause with modals can / will

Topic:

Things concerning with suppose situation / instance / scene at next time

9. Factual scientific text(*factual report*) oral and writes modestly about object, animal and phenomena / nature scene ,

Social function

- Observing nature
- Writing presentation scientific to hit object, animal and indication / is nature scene

Structure

- Common classification about animal / object that is written, e.g.

Slow Loris is a mammal. It is found in... It is a nocturnal animal. It is very small with....

- Delineation hits a part, character and its behavior

Language element:

- Simple Present
- Say job that figure animal / object / nature phenomena
- Adjective
- A variety noun concerning with object / animal / observed nature phenomena
- Spelling, punctuation mark, and handwriting and clear and orderly print.
- Reference says

10. Analytical explanation text

Social function

Speak piece about topic which wants to be spoken by ala on hands

Text structure

- Naming subject about problem to warn something is spoken
- Naming view / opinion hits therewith that thing illustration as supporting as
- Ended up by conclusion that restates to have say to that thing

Language element:

- Simple Present's sentence
- Conditional Clauses
- Modals

11. Short biography text and simple about famous figure

Social function

Pride, set act, play by play and discipline, report

Structure

- a. Naming action / scene / instance in common
- b. Naming action thread / instance / chronological ala scene, and in a row.
- c. If needs, there is common conclusion.

Language element:

- Word concerning with living struggle, professionalism in working, instance / scene that be there are many is spoken.
- Simple, Continuous, Perfect tense
- Substantive reeling
- auxiliary verbs capital

12. Song

Social function

Comfort, soulful, teaching moral order

Language element:

- Say, expression, and structure in swan song gets to form song.
- Spelling and hand written and clear and orderly print.
- Utterance, accent, intonation, while is word-of-mouth presentation

Topic

Model about behavior which inspiration.

In this research, the researcher focuses on analytical exposition text. Based on the curriculum 2013, the material which is given to the eleventh grade students including the four language skills, they are speaking, listening, reading and writing. The components of language are like vocabulary, grammatical structure, pronunciation, spelling that are taught and integrated with the teaching of the four language skill. The material of teaching English in SMK Tamansiswa Kudus for the eleventh grade students and first semester can be seen in appendix 1.

2.3 Characteristic of good writing

Good writing is presenting and explaining ideas for specific reader and specific purpose. Luhilima (1999;211) explains that there are characteristic of good writing, they are;

1. Significant

Writing is significant when the reader enjoys it, learns something from it, or feel some need by reading. The writer must not write that states the obvious or only repeats conventional ideas.

2. Clarity

When you write an essay, your writing must be clear i.e. the reader must be able to understand your essay easily. An essay with a lot of grammar mistakes, inaccurate use of vocabulary, and wrong use of transition will cause the reader to stop reading it.

3. Unified writing

In unified writing, each sentence is a paragraph that develops or supports the main idea of the paragraph. It connects in some ways with any sentences that comes before or after it. All sentences fit with each other in logical order.

4. Coherence

Each sentence is connected in some way with any sentences that comes before and after it to produce a paragraph. A transition expression can know it.

5. Mechanics

What we mean by mechanics is punctuation and spelling you have to know where and when the correct punctuation must be placed. Since a mistake in punctuation can change the idea.

6. Unity and logical thinking

In an essay, you must write sentences that are clear, unified and logical. It means that all its parts contribute to make one clear idea or impression. The parts of an idea sentences form a perfect whole. It is impossible to change a clause, phrase or even a word without disturbing the clarity of the thought.

2.3.1 Media teaching English in SMK Tamansiswa Kudus

Media is called *Medium* in Latin language, the general meaning is the *communication instrument* or *between*. The special meaning of media is everything that brings the information between source and receiver. Those things are called “*the instructional media*”, it used to education world (Heinich and Rusello, 2005).

Media is also called *carries of the messages*, that is to deliver the message from teacher to the students. Media can also help teacher to deliver materials to the students, should be clear and easy to understand. That is like the relationship between concept and concrete.

Media according to Romiszowski (in Kasihani, 2007:100) are any extensions of man which allows him to affect other people who are not in face with him. Thus, communication media include letters, television, film, radio, printed matters and telephone. Furthers Heinich and Rusello(1982 in Kasihani ,2007:101) say that media are any means of communication which carry the information between the source and the receiver. The media called instructional media if they are used to convey the messages in educational environment.

In the word, media could be defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic. According to Kasihani (2007:102) there are 3 kinds of media:

1. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.

2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder,

3. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.

Wright (1989: 5, in Kasihani, 2007 : 102) says that there are five criteria of media media which are used by teacher in the classroom. They are:

1. Easy to prepare

If it take you two hours to prepare an activity which you can then use many times with different classes, then it is worthwhile once you have built up to a flashcard, it is usually not difficult to prepare the activity.

2. Easy to organize

Is it easy organized in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in tens of the three points which follows.

3. Interesting

The text book may be interesting but on the other hand, you and your student might like the activity you are considering is unlikely to interest you and the student, then you will have question whether it is worth doing.

4. Meaningful and Authentic

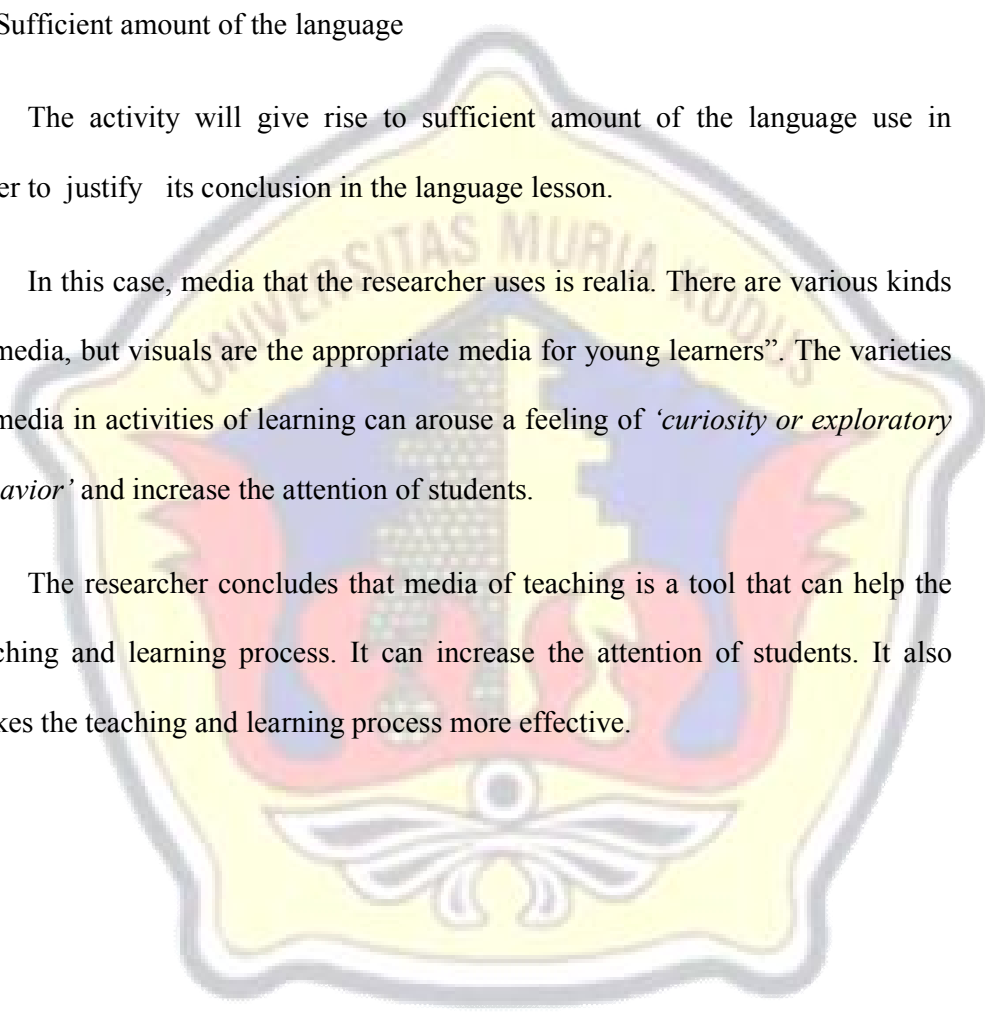
They should be authentic and intrinsic to the activity. It is probably true that many activities which appear in communication are little more than empty drills, in the sense that no one really about the meaning.

5. Sufficient amount of the language

The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson.

In this case, media that the researcher uses is realia. There are various kinds of media, but visuals are the appropriate media for young learners". The varieties of media in activities of learning can arouse a feeling of '*curiosity or exploratory behavior*' and increase the attention of students.

The researcher concludes that media of teaching is a tool that can help the teaching and learning process. It can increase the attention of students. It also makes the teaching and learning process more effective.



2.3.2 Purposes of Media of Teaching

Purposes of Media Teaching in SMK Tamansiswa are to make students enjoyable with the teaching and learning process. And also, make the students easier to study with that media (realia).

According to Djamarah and Zain (2006:136), there are some purposes of media of teaching, they are:

1. Media that used by the teacher is to make the explanation of the material clearly to the students.
2. It is source of the question from the teacher and the students can answer the question by using media.
3. Media is the study the study of the students. It can help the teacher also in teacher learning process.

The researcher conclude that media of teaching is important for the students and the teacher. The students can improve the student's score in the final process by using media. The teacher can more easily to deliver their explanation of the material of teaching.

2.4 Realia as Media of teaching

Realia are objects of any origin used to illustrate vocabulary and structure in the 1.2. (Celce-Murcia & Hilles, 1988). According to <http://www.websters-online-dictionary.org/definitions/Realia>. Realia is a term used in library science and education to refer to certain real-life objects. In library classification systems,

Realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, sample, etc). Usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits. In education, Realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situation. A teacher of a foreign language often employs realia to strengthen students' association between words for everyday objects and the objects themselves. In foreign language instruction, the Realia has a broader meaning, which includes photos of objects from a country where the target language is spoken. The two meanings are closely related because of the support many types of libraries give to educational endeavors.

The kinds of realia are a cup, a box, toys, things from rubbers, snack, drink, tabloid, newspaper, etc. In telling a story, a group can use these kinds of real thing. In this research, the researcher use object in real-life as media of teaching. Realia can make easy for students to write a text. Besides that, it makes the student more active to join the teaching learning process.

It concludes that a realia is object that can be used by the teacher as a media of teaching in the classroom. A realia is very useful for teaching English especially in writing competence. It makes the students more easily in writing a



text. For example of realia are:

Snack

Car toy

Drinks

2.4.1 Advantages of using Realia

According to Jones, et al (1994) in www.nciu.edu/~sdundis/hrd310/realia.pdf there are some advantages of using Realia in teaching and learning process, as follows:

1. Experience with real things with which one will interact in life is the best leaning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experience for the students.
4. Dealing with realia motivates the learner.
5. Realia can be used as part of the evaluation system.
6. Realia learning can be extended through the use of displays.

2.4.2 Disadvantages of using Realia

There are some disadvantages of using Realia in teaching and learning process, as follows:

1. Real things are not always readily available.
2. Realia are not always practical for use in the classroom.
3. Affective learning is unpredictable through realia.

A, size – a real object may be too large or too small (a single human cell) for classroom study.

B. potential hazard – realia such as live animals, certain electrical and mechanical equipment, etc, can represent potential hazard for the learner and the teacher.

C. cost – real objects often are expensive. Need to maintain original structure – while some realia can be dismantled, many others cannot be, and e.g., cutting opens a person how the heart functions.

4. If left sitting around the classroom, realia can be a distraction.
5. Storage and retrieval can create problems.

2.4.3 Step of using Realia in teaching and learning process

According to Noor Halim Kholili (2012), there are some steps in teaching and learning process by using realia, the steps are:

7. Pre Teaching

- Greeting
- Check attendance list
- Give Motivation to the students
- The teacher gives brainstorming to the students by question and answer about vocabularies that they have.

8. Whilst Teaching

a) Exploration

- Sharing experience about vocabularies.
- Teachers ask students to prepare material book.
- Control relevant vocabulary by showing some Realias in the classroom, such as: Shape of Triangle, Shape of cone, shape of circle, shape of octagon, shape of pentagon, etc.

b) Elaboration

- The teacher introduces vocabularies about shapes to the students, namely: cone, octagon, pentagon, circle, square, triangle and cube.
- The teacher explains and gives information by using Indonesian first and next explained it by using English.

- The writer showed the real of things (Realia) of shapes and asked the students to pronounce the name of things.

c) Confirmation

- The teacher gives questionnaire to the students
- The teacher gives feed back to the good students.
- The teacher gives reinforcement to the students by verbal. For example: when the students ask something the teacher says “good job”.

9. Post Teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies that have learned with Realia.

2.5 Review of previous Research

In doing research, the researcher found the previous research that can be used of consideration for this research. In this point, the researcher tries to explain what the previous research than discusses on their research. Now, the researcher will take some points of her researcher that are related to her study.

Table 2.4.1 the comparison of the writer’s analysis and the previous research

The writer’s analysis	The previous research
A. Objectives of the research	A. Objectives of the research
a. To find out if Realia can improve the writing	a. To find out how realia can improve the students’

analytical exposition text in the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. b. To find out the strengths and weaknesses of the use of Realia in writing analytical exposition text in the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.	vocabulary mastery of the fifth grade of MI Qudsiyyah Kudus in the academic year 2011/2013.
B. The subject of the research a. The subject of this research is one teacher and 29 of eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.	B. The subject of the research a. The subject of this research is one teacher and 32 students in fifth grade students of MI Qudsiyyah Kudus.
C. Instruments to analyze the data a. Observation	C. Instruments to analyze the data a. Observation sheet

b. Written Test (Essay)	b. Questionnaire
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2.6 Theoretical Framework

Media of teaching can help the students in teaching and learning process. In using the realia, it can make the students easier in expressing their ideas and opinion in a simple and short essay in written form accurately, fluently and acceptability to interact with others in their daily life in a text.

Using the realia can make the students more enjoyable and active in teaching and learning process, especially in writing descriptive text. Finally, the use of real things media can improve the writing descriptive text in the tenth grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

Realia provides language learners with multi- sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items. According to Toyyibah (2009), explained that using realia as a media in teaching descriptive text is very helpful in producing the words because the students can see the thing directly, so they are able to use appropriate vocabulary. From the result above shows that by using Realia suitable to teach analytical exposition text to improve writing skill.

The researcher wants to improve student ability in writing analytical exposition text using realia involved their ability in content, organization,

vocabulary, grammar, and mechanic. So, the researcher hopes that this research can fill in the gap in teaching writing analytical exposition text.

Based on the explanation above the researcher assumes that Realia can improve writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015. Realia is excellent media to teach some text to find a new idea.

.2.6 Action Hypothesis

The hypothesis is Realia able to improve the writing analytical exposition text in the eleventhgrade students of SMK Tamansiswa Kudus in academic year 2014/2015.

